

At Standard

District Disproportionality Reviews Practices, Policies, and Procedures

(for the Identification of Students with Disabilities)

2006 – 2007 and 2007 – 2008

Focus Area 4 Instructional Services

The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.

OVERVIEW

At Standard District Reviews: Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts that are Significantly Disproportionate. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and White) for students receiving services in special education and related services (All Disabilities) and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by the analysis of this data and application of Tennessee's definition for Significant Disproportionality. In addition to the requirement to reserve 15% of the IDEA Part B allocation for Early Intervening Services, each school district that meets the definition for Significant Disproportionality is required to review district practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education and related services. Each district's review is evaluated and rated by a State panel and ratings are discussed and verified for reliability among the raters. District responses for each of the six focus areas required for review are evaluated and rated at one of three levels: Beginning, Developing, and At Standard. The six areas reviewed and evidenced by these districts are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

An "At Standard" rating is given to those districts with reviews that clearly describe and provide evidence of At Standard policies, practices, and procedures; that include a specific improvement plan that outlines strategies which target the reduction of students in the ethnic/racial group identified as significantly disproportionate in special education and related services; and that provide sufficient information to ensure significant disproportionality is not the result of inappropriate identification practices. Each document included in this section contains the At Standard reviews for each of the six focus areas listed above. The disability, relative risk ratio, and ethnic group identified as disproportionate are listed with each review. Please note that in several of these districts, the strategies used and revisions implemented in practices, policies, and/or procedures through the process of conducting this review were effective and contributed to the decrease of significant disproportionality within the district. From FFY 2005 to FFY 2006 some districts reduced disproportionality from a level of 'significant disproportionality' (relative risk ratio = ≥ 3.0) to 'no disproportionality' (relative risk ratio = 1.0 to 1.9) as a result of this systematic process of review. Those districts that decreased disproportionality have been indicated with the ↓ on each disability category cover page.

DISTRICT REVIEW ITEM 4

Differentiated Instruction Aligned to Grade Level Content

The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.

There is evidence of ALL of the following:

The district:

- provides a list of one-time trainings for teachers in areas of differentiation, instruction, and grade-level content,
- provides LRE data, accommodations data, and performance data,
- conducts trainings, and analyzes data related to LRE, accommodations, and performance and
- uses the analysis to determine further training needs.

The district:

- provides on-going, supported professional development and coaching for teachers,
- provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content, and
- shows improvements in LRE, accommodation, and performance data for students with disabilities with analysis of data.

All Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Union County	FFY 2005	—
▪ ↓ Carter County	FFY 2005	↓ Speech/Language Impairments
▪ ↓ Grundy County	FFY 2005	Specific Learning Disabilities

ALL DISABILITIES

FOCUS ITEM 4

Union County – White (FFY 2005 RRR 4.54—FFY 2006 RRR 2.11)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Union County Schools is committed to fostering learning environments that are designed to support academic achievement for diverse learners at all grade levels. The district provides on-going training and support to ensure that teachers address individual learning needs and are sensitive to divergent learning styles of students, culturally and linguistically different students and students with disabilities. Our TCSP plan continues to address professional development emphasizing individual learning differences through differentiated instruction aligned with grade level content standards. This can be accomplished through ongoing professional development.

The district uses Title VI funds to employ a full-time staff development facilitator, who works in collaboration with both the general education and special education departments. Teacher training has also included training in differentiated instruction, brain based learning, learning styles, instructional strategies and modifications, training on specific instructional programs, and specific learning difficulties and disabilities (See evidence list and attachment).

Curriculum guide (what you teach) and curriculum maps (when you teach it) are developed at the school level. Union County Schools have no formal assessment map (how to assess learners' progress to monitor and adjust facilitating students' learning). Assessments are completed on a continuing basis, but are often program specific. Reading First, Language!, Wilson, etc. assessments are rigid and must be used to monitor and adjust instruction.

The TCSP process ensures that elementary/middle and secondary data analysis teams at the system level meet to analyze both achievement and value added data. In turn, school data analysis teams analyze and disaggregate school data. Each school has a representative on the county-wide team.

At the elementary schools, curriculum maps are reviewed by teachers on a yearly basis to ensure that the curriculum taught in the classrooms is aligned with Tennessee Learning Standards.

Three times during the school year, elementary schools use the ThinkLink scores to evaluate student strengths and weaknesses and to adjust pacing of the curriculum, in order to address

EVIDENCE

List evidence and documentation on file:

1) Courses for professional development for July 2005-2007 that address learning for diverse learners:

- Accessing the General Curriculum: Inclusion Considerations for Students with Disabilities
- Brain Based Learning
- Compass Odyssey Learning
- Creating and Managing Literacy Centers
- Differentiated Instruction (for Middle and High Schools)
- Differentiated Instruction for Gifted
- Instructional Modifications: Making the Learning Environment Accessible to Students with Visual Disabilities
- Instructional Strategies: Block Schedules
- Instructional Strategies that Increase Learning (Video)
- Language! Training
- Learning and the Brain
- Math Strategies
- Reading Destinations Training
- Reading First Training
- Plato Training
- Quantum Learning
- RTI: What is it? How does it affect learning?
- Strengthening Instruction for Gifted Students
- Using Data to Drive Instruction
- Using Technology in the Classroom

progress, both on an individual student level and at a classroom level. In addition, Big Ridge Elementary School has been using the Tennessee Formative Assessment Program (Princeton Review) to analyze student progress as measured against the Student Performance Index. For the 4th and 5th graders at Big Ridge, individual portfolios are constructed to track student progress. This allows teachers to adjust their classroom program based on the individual strengths and weaknesses of the students, as well as, for students with disabilities and culturally or linguistically different students.

At the middle school, the curriculum undergoes a major review every 2 years, during school improvement time and the core subjects are re-evaluated in order to insure that they are aligned to the Tennessee Learning Standards. In addition, professional development time is designed for teachers to review and revise the curriculum maps. Formative and summative assessments of the student population are reviewed at this time. In addition to the data from TCAP testing, the team uses Princeton Review data, ThinkLink from the elementary schools, and 6th grade placement screenings (conducted in the spring of each year). The middle school provides updated copies of its curriculum map to each of the elementary schools and to the high school.

At the high school, teachers meet to review and align curriculum. Data is collected and analyzed in order to investigate strengths and weaknesses and determine strategies for improvement. Gateway results are disaggregated in order to determine the best way to address needs of students with disabilities, as well as, students with cultural and linguistic differences.

Union County Schools are committed to ensuring that students are included, as much as is appropriate, in the general curriculum and classroom. In the age group from 12 to 17, 56% of the students with disabilities are currently in regular classes at least 80% of the time. Fifteen percent of the students with disabilities are in regular classes 40% to 70% of the time and 7% of the students are in regular classes less than 40% of the time. These numbers do not include speech and language students, since the great majority of speech and language students are included at least 80% of the time. The middle school is now implementing a Language! Program in the general education classes. This should allow the middle school to increase regular education hours for special education students and reduce special education intervention classes for reading. At the high school level, there have been additional inclusion classes for reading. At the high school level, there have been additional inclusion classes scheduled in the areas of math and science. This, again, should increase the percentage of time students are in regular classes.

2) On-going Support for Teachers:

Training: State Certified Mentor Training
New Teacher Training (annually)

3) Curriculum maps from each school

4) UCHS Report Card: Data Collection and Analysis

5) Analysis of Information from Table 3 of State Report of Children with Disabilities Education Act

6) Disaggregated Data from TVAAS

7) Accommodations provided to students (identified on the IEP)

In the age group of 6 to 11, 79% of the students with disabilities, other than speech and language, are included in regular classes at least 80% of the time. Thirty-four percent of the students are included 40% to 79% of the time and 8% are included less than 40% of the time. Currently, Luttrell Elementary School is engaged in a review of its special education intervention classes and is planning on moving to a more inclusive education model.

The number of students with disabilities age 6-11 who participate in regular classes at least 80% of the time has stayed relatively stable over the past three years. There has been a gradual increase in participation at the 80% level for 12 to 17 year olds, from 52% to 56%.

Disaggregated diagnostic data from TCAP CRT (TVAAS) indicates that fewer students with disabilities scored in the lowest quintile in 2007 in reading/ language arts in the following grades: Reading/Language Arts: 4th, 5th, 6th, and 7th grades (as compared to previous cohorts). This would indicate that the programs that have been implemented in the reading/language arts areas are having an impact on the students with disabilities. In math, there were fewer students with disabilities in the lowest quintile in grades 6, 7, and 8. The middle school has an extra mathematics class for struggling students (Math Academy). This is a regular education class. Additional training for teachers at all levels is currently being given for mathematics interventions. An analysis of student files showed 78 of 93 files reviewed showed accommodations or special modifications to be used in the classroom.

ALL DISABILITIES and SPEECH/LANGUAGE IMPAIRMENTS

FOCUS ITEM 4

**Carter County – All Disabilities White (FFY 2005 RRR 3.99—FFY 2006 RRR 1.01)
S/L White (FFY 2005 RRR 4.18—FFY 2006 RRR 1.20)**

EVIDENCE

List evidence and documentation on file:

List evidence and documentation on file:

- Staff development plan for system and individual school staff development).
- Tally sheet for file review evidence
- Options to be provided sheets
- Staff development, building meetings, and TCSPP Plan

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Learning environments at all grade levels are designed to support and produce academic achievement for diverse learners throughout the Carter County School System. The Carter County Schools' TCSPP Plan has and continues to address professional development and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.

A file review was conducted to determine whether or not student IEPs included both classroom and testing accommodations. A total of eighty-eight student files were reviewed. An analysis of this review process indicates that 82 out of 88 student files reviewed listed accommodations for classroom and testing situations. In addition, each of these IEPs had goals and objectives directly aligned with grade level content.

There are approximately 265 students with speech impairments within our district. A review of 36 student files of students with the major eligibility of speech impairment revealed that 35 out of 36 student IEPs listed accommodations for classroom and testing situations. Speech goals and objectives are directly related to the student's problem speech area, but are also aligned with curriculum standards and carried out within the classroom setting as much as possible.

Over the last 3 years, our numbers in special education have dropped from a total of 1420 in 2004-2005 to a total of 1198 on May 1, 2007. This is a decrease of approximately 222 students in three years. Students included in options 2 services (speech/language for the most part) have dropped from a percentage of 32.75% in 2004-2005 to 26.87% on May 1, 2007. This is a 5.88% drop in option 2 services. This drop in numbers is clear evidence that learning environments within our school system are helping all of our students achieve to their highest potential.

Students with disabilities at the high school level are included in all Gateway Courses. Additionally, these students can attend a resource pull-out class and small group tutoring for Gateway classes. We believe these services have enabled more of our students with disabilities to pass Gateway Exams. For students with disabilities, the percentage of proficient

and advanced 3 year average for Gateway Math scores have increased from 22% to 26% from 2005-2006. For students with disabilities, the percent proficient and advanced 3 year average for Gateway Reading/ Language plus Writing has increased from 52% to 60% from 2005-2006. At this time we do not have scores for 2007. However, this analysis shows a steady gain in Gateway scores. (See Attached 3 year average scores). Next school year, Happy Valley Middle School and Hampton Elementary 7th and 8th grades will practice a more inclusive environment. Teachers from these schools have been attending workshops and staff development pertaining to inclusive schools and classroom interventions.

Staff development for our system has definitely increased access to the general curriculum for all students. Teachers are more involved in practicing differentiated instruction and all classroom instruction, both in special education and the general curriculum, are aligned with grade level content. Teachers attend grade cluster meetings and practice curriculum mapping throughout the system. Data Teams have been established at each individual school so that all school personnel can analysis and assess data information and apply this to classroom teaching and future staff development needs.

The Carter County School System has conducted LRE training for all teachers within the school system. Mr. Robert Winstead, SDOE, conducted this training during in-service in 2004. Additionally, teachers have attended workshops pertaining to LRE. Consequently, students referred for special education services have not been able to progress even though they have been involved in a learning environment designed to support academic achievement for all learners. Since the numbers in special education are declining and teachers are producing diverse learning environments for all students, the numbers of students with speech and/or other disabilities do not appear to be disproportionate.

ALL DISABILITIES and SPECIFIC LEARNING DISABILITIES

FOCUS ITEM 4

**Grundy County – White All Disabilities (FFY 2006 RRR 4.04)
White SLDs (FFY 2005 RRR 3.09—FFY 2006 RRR 3.08)**

EVIDENCE

List evidence and documentation on file:

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content. Regular and special educators attending an inclusion workshop where they were taught alternative methods of presenting grade-level material. Examples of these trainings are "Language! Training, inclusion workshops, PECS training, ABA Therapy training, assistive-technology conferences, Study Island training, SPIRE overview, Think Link training, and PLATO training. Other training was received during sessions at the Spring Special Education Supervisors' Conference, the East Tennessee Special Education Conference, the NCTE Conference, and the Smoky Mountain Institute.

Regular and special education teachers have attended inclusion workshops as well as completed on-site visits to other systems with successful inclusion programs. In-services have been attended which promoted inclusion, behavior management, use of assistive technology, teaching to different learning styles, and implementing a myriad of accommodations and modifications in the regular classroom. Grade-level meetings in the elementary schools and roll-out meetings at the high school allow regular and special education teachers to plan and consult about teaching strategies, interventions, and individual student's performance. All teachers have been educated on teaching grade-level SPIs. IEP teams use SPIs to write goals for special education students. Mentor teachers with experience in individualizing instruction are paired with teachers who are inexperienced or unsuccessful in this area. These trainings and experiences have enabled more students to be included in the regular classroom. Students have mastered their goals more often due to instructional strategies derived from these trainings. Special education and at-risk students have been enabled to complete assignments in the regular education classrooms. This allowed additional inclusion classes. Interventions resulting from S-team plans have allowed some students to avoid evaluation and special education placement. TCAP scores for the county have shown a steady increase and improvements have also been documented using scores from benchmark assessments.

1. *Blueprint for Learning*
2. *Easy IEP Goal Bank*
3. *TCAP-Alt Portfolio Goals*
4. *End Of Year, Table 6, Sections A and B*
5. *In-service agendas TCAPs*
6. *Benchmark assessments*
7. *Classroom assessments*
8. *Student report cards*
9. *Goal sheets*
10. *SPI alignments for intervention curriculums*
11. *Assistive technology grant data*
12. *Schedules and rolls showing inclusion classes*
13. *Schedule for grade-level meetings*
14. *Schedule for Roll-Out*

Mental Retardation

System	Data Date	Other Disproportionate Disabilities
▪ Hardeman County	FFY 2005	_____
▪ ↓ Shelby County	FFY 2005	_____
▪ Memphis City	FFY 2005	↓ Autism
▪ Madison County	FFY 2005	_____
▪ McMinn County	FFY 2006	_____
▪ ↓ Wilson County	FFY 2005	_____
▪ ↓ Lebanon City	FFY 2005	_____
▪ ↓ Lauderdale County	FFY 2005	_____

MENTAL RETARDATION

FOCUS ITEM 4

Hardeman County – Black (FFY 2006 RRR 4.75)

EVIDENCE

List evidence and documentation on file:

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Hardeman County provides ongoing training/support in three areas of differentiated instruction aligned to academic grade-level content for the purpose of increasing individualized instruction to all students regardless of disability. Differentiated Instruction training was offered through the Department of Curriculum and Instruction for the 06-07 school year and will be repeated during the summer of 07. Resource books are available to all teachers at the Teacher Resource Center in the Board of Education. All 6th—12th grade teachers are currently working on new curriculum mapping for their grade subject levels. Elementary school teachers include SPIs in daily lesson plans for regular and special education students.

District level personnel have to individualize schools and trained faculty on the use of TVAAS data and analysis of TCAP data. Every school now has an Instructional Facilitator who acts as a coach to ensure that implementation of differentiated instruction and alignment with grade level content is achieved.

Students identified with a specific disability are provided accommodations. These accommodations are agreed upon by the multi-disciplinary team and are listed in the students' IEP.

At the present time, no school in Hardeman County is identified as a target school. The group "students with disabilities" has made adequate yearly progress in each school. Students are performing adequately in their LRE. This is demonstrated on the System and School Report Card by the Department of Education. Our system will be implementing the Aims Web assessment system in the fall of '07 for grades K-3. District training will be provided this summer. This will facilitate our implementation of a RTI model for identification of at-risk students. Other grades will be added in the future. Ultimately this early intervention with individualized instruction will result in identification of few children for special education services.

- 1) *Differentiated Instruction (listed in In-service Manual)*
- 2) *Curriculum Mapping Examples*
- 3) *SPI's Lesson Plans*
- 4) *TVAAS Training Documentation*
- 5) *List of Instructional Facilitators*
- 6) *Accommodation Examples*

MENTAL RETARDATION

FOCUS ITEM 4

Shelby County – Black (FFY 2005 RRR 3.25—FFY 2006 RRR 2.84)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Shelby County has implemented a mandatory focus on Differentiated Instruction for their in-service training for the past two years. The district also offered individual flex hour training opportunities pertaining to differentiated instruction. Individual schools plan and implement on-site trainings not reflected in the system's master calendar

Shelby County provides extensive inservice opportunities for all faculty and staff. Beyond the planned in-service dates reflected in the calendar, teachers are required to attend 6 additional hours of approved, after-hour training. Project REACH offers trainings to all teachers in Shelby County that equip teachers with skills they need to instruct students with disabilities in the general setting. The Shelby County Special Education Department also offers training in partnership with school initiatives on inclusion and co-teaching. The result of these trainings is increased participation of students with disabilities in the general education setting.

Shelby County provides on-going, supported professional development and coaching for teachers, and provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content. Data analysis shows improvements in LRE, accommodation, and performance data for students with disabilities.

EVIDENCE

List evidence and documentation on file:

- *TCAP data is used to assess progress annually related to SPI's. Think Link Assessment is used to assess progress systematically throughout the year and adjust instructional strategies. A variety of informal assessments are used as they relate to the curriculum map. Also, the Tennessee Value Added Assessment System is used to measure annual progress of students in terms of yearly academic gains. This data is used to assess teacher effectiveness and adjust instructional practices as well as identifying student strengths and weaknesses*
- *LRE data analysis is compiled annually in the End of the Year Report*
- *School populations and their programming/placement options are continually analyzed to determine the effectiveness of increasing student progress in relationship to the general setting. Performance level based on educational setting is analyzed to make appropriate recommendations for least restrictive placement.*
- *Shelby County Schools identified an increased number of paraprofessionals in the general setting as well as an increased number of co-teaching classes which correlates directly to an*

increased number of special education students being served in the general setting

- *The high number of proficient results from our TCAP-Alt portfolios that align with general curriculum standards indicate a high number of inclusive activities*
- *Attached - sample curriculum maps from 1st and 5th grades in the area of Language Arts*
- *Attached - sample accommodations page from Easy IEP. These accommodations are available to any student with special needs as deemed appropriate by the IEP team*
- *Attached - a sample master calendar illustrating some of the in-service opportunities relating to differentiated instruction*
- *Attached - Project REACH training schedule*

MENTAL RETARDATION and AUTISM

FOCUS ITEM 4

**Memphis City – Black MR (FFY 2005 RRR 3.24—FFY 2006 RRR 5.17)
White Autism (FFY 2005 RRR 4.94—FFY 2006 RRR 3.98)**

EVIDENCE

List evidence and documentation on file:

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

The District provides on-going training and support to ensure that teachers address individual learning needs through inclusion and by using differentiated instruction alligned to academic grade-level content.

Collaboration with the National Institute of Urban School Improvement (NIUSI) and NCCRESt to provide professional development and technical assistance to support

**Inclusion*

**Differentiated Instruction*

**Culturally Responsive Classrooms*

These efforts have garnered the support of Superintendent Carol Johnson who is requiring that each school in the district will implement inclusionary practices in at least one classroom by Fall 2007

Ten pilot schools were provided with specialized professional development in the following areas:

** Leadership training*

** Differentiated instruction*

** Co-teaching*

** Inclusion*

** SPIs with Curriculum*

** Accommodations*

The district has developed a Needs Assessment instrument from which data is compiled, prioritized, and utilized to plan on-going professional development training monthly for special education teachers. Professional Development for all Division of Exceptional Children and Health Services staff has enhanced classroom instruction as well as assisted personnel in making informed decisions regarding students with disabilities in the general education classroom

- a. State Performance Indicators*
- b. Professional Development Timeline*
- c. Inclusion Flow Chart*
- d. Expenses*
- e. NIUSI Grants*
 - * Synergy Sites*
 - * LeadScape*
- f. Accommodations*
- g. Grants to Schools*
- h. NIUSI Action Steps*
- i. MCS AYP Data 2002-2203, 2003-2004, 2004-2005*
- j. December 1 Report Table 3 2004, 2005, 2006*
- k. MCS Professional Development Activities 2006-2007*

Memphis City provides training for teachers throughout the year in differentiated instruction, focusing Specific Performance Indicators (SPIs) to the curriculum.

Pilot Schools training was ongoing, provided by NIUSI/NCCRESt staff and district staff. Inclusionary practices have been implemented in the ten pilot schools.

Data analysis shows improvements in LRE, accommodation, and performance data for students with disabilities. The district provides on-going, supported professional development and coaching for teachers, and provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content.

MENTAL RETARDATION

FOCUS ITEM 4

Madison County – Black (FFY 2005 RRR 3.40—FFY 2006 RRR 3.63)

EVIDENCE

List evidence and documentation on file:

Please see a list of training sessions that assist the LRE teachers in adapting their curriculum for alternative curricula and assessment. These sessions are highlighted. Also provided are the content standards and alternate performance indicators that are used to further assist the teacher with curriculum mapping and assessment mapping and a copy of a student portfolio that further outlines how curriculum and assessment mapping are implemented in the LRE classroom.

Students attending LRE classes in the Jackson-Madison County School district are served in a variety of settings. The main instructional setting is at the student's attending home school. LRE students also are instructed outside of the classroom when they participate in community based learning achievements. As part of curriculum mapping they participate competitive events sponsored by Special Olympics.

The data analysis information is provided from the JMC Testing Department of the portfolio scores. Also provided is in example of one student portfolio to show performance rate compares to educational setting. Educational assistants for LRE students accompany them to inclusion settings to ensure that modification and

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

The district provides extensive training in Differentiated Instruction practices to ensure individual learning styles of students are being met. Teachers are well trained in differentiating instruction in:

- a) content (interest levels of the students);*
- b) process (differentiating levels of complexity, questioning levels, abstract thinking process); and*
- c) product (auditory, kinesthetic and visual learning modalities).*

The instruction is aligned to the curriculum through pretesting concepts and through data assessment results.

The district provides ongoing, supported professional development and coaching for teachers. Some of the valuable training that the district has provided for LRE includes professional development training sessions for:

- TCAP Alt- Portfolio goals and objectives*
- Cardiopulmonary Resuscitation (CPR)*
- First Aid*
- Behavior Management Techniques*
- Restraining Children Reading Mastery Language for Learning Autism*
- Mainstreaming Students in the Regular Curriculum where Appropriate*

Other training programs have also been held in the district. (see attachment Standard 4a)

The district provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content.

The Jackson-Madison County provides many resources necessary to implement differentiated instruction for the LRE Special Education Program. Those provisions include:

- Occupational and physical therapy equipment for in-school therapy*
- Instructional equipment such as copy machines, computers, printers, telephones, personal bathroom, washers, and dryers*

<ul style="list-style-type: none"> ▪ <i>Transportation to and from community-based training sessions</i> ▪ <i>All academic materials such as textbooks, ancillary materials, supplies, etc.</i> ▪ <i>Food and grocery items to cook in the classroom</i> ▪ <i>Personal hygiene materials</i> <p><i>The school district provides each teacher with a list of TCAP-Alt Portfolio goals and objectives to assist the teacher in aligning curriculum with grade level content and state standards. Please see an attached copy of the goals and objectives for the LRE Program.</i></p> <ul style="list-style-type: none"> ▪ <i>Special Education LRE Teachers use differentiated instruction as the main instructional method for LRE students. Varied instruction methods include:</i> ▪ <i>Direct Instruction</i> ▪ <i>Inclusion in the regular curriculum where appropriate</i> ▪ <i>One-on-one instruction</i> ▪ <i>Modeling</i> ▪ <i>Instruction using students' strengths in learning styles and multiple intelligences</i> ▪ <i>Functional Academics so that students can function independently outside of the school environment</i> ▪ <i>Regular classroom teachers servicing LRE students through inclusion provide ability level learning experiences through intervention folders.</i> ▪ <i>Field trips commonly referred to as Community-Based Learning</i> ▪ <i>Participation in Special Olympics events such as swimming, bowling, skating, and track and field.</i> <p><i>TCAP Alt-Portfolio evidence is provided to show improvements in LRE accommodation and performance for LRE students. A copy of a scored student portfolio is provided, and LRE performance scores from district-wide portfolios are included.</i></p>	<p><i>accommodations are being met as stipulated through the IEP. Regular classroom teachers informally arrange for LRE students to come to smaller class settings and arrange for them to have alternative lessons that are more ability appropriate. (see attachment Standard 4b)</i></p>
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MENTAL RETARDATION

FOCUS ITEM 4

McMinn County – White (FFY 2006 RRR 4.42)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

McMinn County Schools utilize a system-wide child find coordinator, primarily to locate and identify children within the county that would be in need of special education services. We work in close association with community agencies to assist in the location and identifying of children that may need special education services through the use of brochures, local newspaper, radio and television, parent involvement activities and school PTO activities. We accept referrals for special education services from teachers, parents, students and community agencies.

The identification of students for special education services is a thorough and involved process. Prior to any referral for special education services academic and non- academic data is analyzed and disaggregated to identify those students who are at-risk for academic and behavioral difficulties. The Wilson Language “foundations” and the Carbo Reading Styles Program are used to supplement regular class instruction in reading. Saxon materials are used to address math deficiencies. Interventionist are used to provide additional instruction in the regular classroom setting. Several students are involved in after school tutoring activities in reading and math throughout the school year and summer. ELL services are available to those students who may be culturally and linguistically at-risk. The ELDA assessment is used to better identify those students with deficits in language proficiency.

If interventions in the general education setting are unsuccessful, students are referred back again to the school support team where they are screened through observations, parent inventories, developmental histories, record reviews, etc. for deficits in vision and hearing as well as obtaining information which can be used to evaluate the impact of environmental factors, (socio-economic, attendance, health, family background, etc.), on their educational performance. A formal referral is then made at which time students are engaged in a battery of individual assessment which address academic, intellectual, emotional, and behavioral functioning. All individual assessment instruments are selected based on their adherence to best practice guidelines in addressing cultural and linguistic factors. An IEP team meeting is then conducted with the parents to determine the extent of any special education services and prepare an appropriate individual education plan.

EVIDENCE

List evidence and documentation on file:

- *Job Descriptions*
- *Staff Development Agendas*
- *ReferralProcessoutline*
- *Principal's Observation Log*
- *Tennessee Comprehensive System-wide Planning Process (TCSPP)*

MENTAL RETARDATION

FOCUS ITEM 4

Wilson County – Black (FFY 2005 RRR 4.08—FFY 2006 RRR 2.98)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

The district provides trainings in the areas of differentiated instruction, methods of instruction, professional development, motivation and learning, and curriculum alignment with the state standards. The trainings support regular education and special teachers in providing instruction in the least restrictive environment allowing more students to have access to the general curriculum

The district provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade level content. The district provides on-going, supported professional development through district trainings, state sponsored trainings, and educational companies. Coaching is also provided through assigned mentors for new teachers to access for support in order to assist them with differentiated instructional techniques. Resources are provided for classroom teachers to access to assist them with differentiated instruction through materials from the teacher resource center, school supervisors provide trainings and purchase needed materials, assistive technology lab, and at the individual school locations. Alignment with grade level content is identified through the use of the Frame Work curriculum and the Department of Education Website which list specific grade level standards subdivided into individual subject areas, student performance indicators, and teacher performance indicators. Curriculum mapping for specific grade levels is incorporated into individual schools to assist teachers with required standards that need to be taught. Data analysis shows that improvements in LRE accommodations which include an array of services environments such as inclusion, mainstreaming, resource, comprehensive development and behavior classrooms. Accommodations for students with disabilities are appropriate in providing students with disabilities the support that is needed in order to meet their academic goals. Performance data for students with disabilities show they are making gains comparable to the gains found in students without disabilities.

EVIDENCE

List evidence and documentation on file.

- a) Curriculum mapping
 - pacing charts
 - local in-service listings
 - Conference/Trainings-requests
 - Blue Print for Learning
 - Mentors Listing
- b) Assessment mapping
 - TVAAS Report
 - Clarity Report
 - Classroom Assessment
- c) LRE data analysis
 - Easy Census Report
- d) Accommodations provided to students (identified on the IEP)
 - IEPs
- e) Performance rate
 - State Report Card

MENTAL RETARDATION**FOCUS ITEM 4****Lebanon SSD – Black (FFY 2005 RRR 4.44 – FFY 2006 RRR 2.17)**

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

The Lebanon Special School District provides ongoing professional development and support to teachers, certified staff, and paraprofessionals.

The District has implemented an online in-service data base allowing personnel to register and track their professional growth plans.

Staff development is provided by the District in the areas of differentiated instruction aligned to academic grade-level content as well as data collection and analysis. The Lebanon Special School District provides exceptional on-going, supported professional development and coaching for teachers, certified staff, and paraprofessionals. Resources and in-classroom supports are provided to ensure implementation of differentiated instruction and alignment with grade level content.

TVAAS, AYP and formative assessment data shows improvements in LRE, accommodation, and performance data for students with disabilities.

EVIDENCE

List evidence and documentation on file:

- a. *Blueprint for Learning-Curriculum Map*
- b. *Component 5 of the Comprehensive System wide Action Plan for Curriculum and Assessment Mapping*
- c. *December 1 Census Table 3 for past 3 school years (2006, 2005, 2004)*
- d. *Accommodations provided to students (classroom assignment, instruction and testing, behavior, district assessment and classroom allowable, district assessment and classroom "special", TCAP achievement (grades 3-8) and classroom allowable accommodations, TCAP achievement (grades 3-8) and classroom "special" accommodations, TCAP writing (grades 5, 8) and classroom allowable accommodations, TCAP writing (grades 5, 8) "special" accommodations, TCAP achievement-additional accommodations for English Language Learners and TCAP writing assessment-additional accommodations for English Language Learners.*
- e. *AYP report for Students with Disabilities and 2006 Performance Disaggregated Diagnostic Report for Lebanon TCAP CRT (grades 4-8).*

MENTAL RETARDATION

FOCUS ITEM 4

Lauderdale County – Black (FFY 2005 RRR 4.89—FFY 2006 RRR 3.10)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Professional development has been provided on an on-going basis the last five years in order to ensure teachers address individual learning needs through differentiated instruction and reduce the number of MR referrals.

Professional development has been in school with general and special education teachers centered around literacy, progress monitoring, math, how to differentiate instruction and multiple intelligence.

Teachers have gone to trainings on strategies for teaching the struggling student.

As a result of the training and support referral of MR have dropped. Teachers are addressing the needs of individual students and they are progressing in the general curriculum.

In order to ensure that teachers continue to provide differentiated instruction and align instruction with grade level standards administrators and supervisory staff provide support, coaching, resources and staff development for teachers.

Informal analysis of data indicates improvement of academic performance of students with disabilities (MR).

EVIDENCE

List evidence and documentation on file.

- A. District provides:
 - 1. Curriculum mapping
 - 2. Data analysis of summative and formative assessments to determine strengths and weaknesses of system and students
 - 3. Analysis of options of special education services for students
- B. District ensures IEP accommodations provided to MR students for success in general curriculum
- C. Formal and informal assessments have indicated improvements in performance of students participating in inclusion classes

Other Health Impairments

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Anderson County	FFY 2005	—
▪ ↓ Blount County	FFY 2005	—
▪ Jackson County	FFY 2005	—

OTHER HEALTH IMPAIRMENTS

FOCUS ITEM 4

Anderson County – White (FFY 2005 RRR 3.01—FFY 2006 RRR .66)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

ACSS provides on-going training and support to ensure that general and special education teachers address individual learning needs through differentiated instruction aligned to academic grade-level content. This ensures that both regular and special education students have access to the general curriculum.

ACSS offers a wide range of professional development activities as well as ongoing district wide support services to certified and classified staff throughout the calendar year. A majority of these activities emphasize inclusive practices and differentiated instructional techniques which increase access to the general curriculum for all students.

ACSS participated in a state-level pilot program for quarterly on-line assessment. We are currently developing quarterly assessments in all content areas. These will be incorporated into the system wide curriculum mapping program. While this program is in the process of development, teachers are implementing assessment strategies within content areas.

Data analysis shows improvements in LRE, accommodation, and performance data for students with disabilities. (See item D, page 11.)

EVIDENCE

List evidence and documentation on file:

- *ACSS has developed a web-based county-wide content curriculum map for K-12 students in all content areas. These maps are continuously updated. All schools have established content area mapping teams. Those teams make up a county wide mapping team that meets throughout the year for continuous revision. These maps facilitate meeting and/or exceeding state standards.*
- *ACSS uses data analysis to monitor the progress of special needs students. Staff receives training that emphasizes the requirement that the IEP Team consider a continuum of services beginning in the general education setting for all students. The team selects the LRE placement for the child based on the individual student's needs. ACSS promotes the Inclusion Model which provides access for every student in the county to differentiated instructional techniques from specialized instructors.*
- *The full range of accommodations is considered by the IEP-Team for each child with a disability and is used to maximize their access to the general curriculum.*

-
- *As a result of Anderson County's placement practices, the special education subgroup performed above the State Average Daily Performance benchmark in 2005-06. The State benchmark was 83%; the Anderson County subgroup performed at 86%.*
 - *98% of Anderson County students participate in the regular annual State mandated assessment.*
 - *Monitoring is continuous if a special education student is struggling academically or having behavioral problems that interfere with educational progress, the IEP Team reconvenes to determine appropriate placement. When behavioral problems are an issue, Functional Behavior Assessments are done and Behavioral Intervention Plans are developed or revised (see Appendix C). Progress reports are generated for each student at least every nine weeks as a means of assessing progress.*

OTHER HEALTH IMPAIRMENTS

FOCUS ITEM 4

Blount County – White (FFY 2005 RRR 3.00—FFY 2006 RRR 2.29)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Blount County Schools have been addressing individual student learning through differentiated instruction for several years now. This has been developed for both regular and special education students. As a result, the general curriculum is accessible to all students.

For example, all teachers have been trained in balanced literacy instruction. (See Appendix: L, L1-5) This is designed to provide teachers with multiple techniques in reading. Moreover, a reading literacy coach is available in each K-5 school for students experiencing reading problems. If the child is identified needing special education, the reading coach makes suggestions and does follow-up at IEP meetings. Reading coaches attend and are involved in the school support team. All students, except those in LRE/CDC classes (unless appropriate), participate in a 90 minute block of daily reading. We are also using the AIMS Web program for tier I and II interventions.

At the middle school level the system has developed reading intervention classes for all students, both regular and special education, who have low reading scores on the TCAP test. Reading intervention programs at this level use a variety of materials which are scientifically research based. In the high schools Blount County has begun the Ninth Grade Academy program which serves as a transition program for those students "at-risk" for academic failure. Reading intervention classes are part of this program. Indeed, continuing professional development this May focuses on a variety of reading, math and science workshops designed to increase the skills of all grade level teachers (See Appendix: J). Differentiated instruction is also the focus of our Integrated Thematic Instruction (ITI) program. For the past seven years our elementary schools have practiced ITI which allows differentiated instruction through varying grouping strategies, multiple intelligence methodologies, and the integration of disciplines. Academic grade level content is ensured by curriculum mapping. Curriculum maps have been in place for several years now. Representatives of each grade level meet and decide at what time of year they will present concepts and information so that the curriculum is developed in structured steps.

In order to identify student progress within the curriculum, Blount County has adopted the Think Link Learning program. This program uses bench mark testing to assess all student progress

EVIDENCE

List evidence and documentation on file:

- a) *The system has developed curriculum maps for grades K-12 in all content areas; math, reading/language arts, science, and social studies. We will be revising these ours the next year. We have used Tennessee Department of Education content standards, and it is a goal area in the TCSPP.*
- b) *We are developing content area bench marks in K-5 in reading and language arts.*
- c) *Data analysis is also used as students are served in the system's special education department. All options of service are utilized. If particular options appear to be abused, then staff are informed of this and subsequent training in more appropriate student placements is developed. As mentioned earlier, data analysis from the Think Link Learning Program show students with disabilities to score proficient or advanced greater than the state average for the year 2006.evaluation.*
- d) *Blount County Schools uses those accommodations set forth on the EasyIEP program. Student examples are attached (See Appendix: H-1).*

in the areas of math, reading/language arts, and science. Results of this testing can be found on the Tennessee Department Education's website. Performance data is disaggregated by system, individual school, grade and teacher, as well as between regular and special education learners. For example, It is interesting to note that the percentage of students with disabilities score proficient or advanced (56%) greater than the state average (53%) over a three year period. Over a two year period, the difference is even greater (62% vs. 57%). This data analysis suggests that our use of accommodations in the regular classroom for disabled students (see for sample IEPs) and keeping students in the least restrictive settings (LRE) is increasing their achievement.

Specific accommodations for OHI students are also used and are attached. (See Appendix: 1) These are often attached to a psychologist's evaluation.

- e) Performance rates are evaluated individually. If a student performs at a satisfactory rate while in resource, for example, he or she is placed on consultation for the next term. Moreover, if a student's behavior is interfering with their progress, or the progress of others, then he or she is placed in a more restrictive setting until their behavior can be improved. (See Appendix: M)*

OTHER HEALTH IMPAIRMENTS

FOCUS ITEM 4

Jackson County – White (FFY 2005 RRR 3.16—FFY 2006 RRR 3.50)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Training is provided to teachers according to deficit areas that were identified in Special Education CPR, TCSPP, and State Report Card.

Teacher training is considered in the areas that the teacher instructs the students in an effort to provide alternative type of instruction to students that may have different learning styles. Teachers are required to keep a notebook of the state grade level standards in their classroom and are periodically checked by the principal to determine if the lessons being taught are according to the standards. IEP goals and objective are in line with state standards based on the student's ability level.

Federal Title programs provide for ongoing staff training with an emphasis on targeting trainings that will help teachers teach to different learning styles.

In Special Education, the option 7's were decreased from 28 in May 2006 to 16 in May 2007. Inclusion support services are being implemented in the schools in an attempt to educate students in special education in the LRE. TVAAS data shows the information on performance data for students with disabilities. Each school has a monthly after-school faculty meeting to work with teachers on any concern they might have in their classroom or to notify the teachers of any new things that are available.

EVIDENCE

List evidence and documentation on file:

- *A extensive notebook was developed that shows the curriculum and assessment mapping (sample provided)*
- *Student option count shows the reduction of numbers in option 7's. Data from the December 1 census for the past three years shows a difference in services provided for Special Education students. All accommodations on IEPs are discussed at each meeting and students are afforded the accommodations that assist them in their academic performance.*
- *TVAAS data is studied to determine weakness/strengths the system has and professionals meet to decide how to address any issues.*

Specific Learning Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ Union City	FFY 2006	—
▪ Franklin SSD	FFY 2006	—

SPECIFIC LEARNING DISABILITIES

FOCUS ITEM 4

Union City – Black (FFY 2006 RRR 3.78)

EVIDENCE

List evidence and documentation on file:

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Professional development at the elementary school has been focused on literacy and reading instruction since August, 2006. At all schools differentiated instruction professional development has been conducted on different days. In January, 2007, a full day was conducted to give teachers a basic understanding and then in March, 2007, a second day was conducted to provide teachers more specific strategies to use in their classrooms. In June and July, 2007, voluntary professional development days were offered to give teachers the opportunity to develop literacy centers. Another day was set aside for teachers to develop pacing guides and resource materials for the curriculum to ensure all students are exposed to the standards and to material on their level.

Teachers are sent to various trainings that relate to teaching strategies for struggling learners and learners with various learning styles throughout the school year.

Due to the policy change in the referral of kindergarten students in 2006-2007 and the one-on-intervention and tracking of struggling students in grades kindergarten and 1st, there has been a decrease in the number of students who enter special education. Time will tell if these steps will solve the disproportionality problem of an over-representation of African-American in the LD category.

SPECIFIC LEARNING DISABILITIES

FOCUS ITEM 4

Franklin SSD – Black (FFY 2006 RRR 3.38)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

FSSD requires 24 hours yearly of high quality professional development that meets the standards of NSDC. It must be job-embedded and research-based. For the last three years, the emphasis of professional development has been on Differentiated Instruction

Data analysis shows significant improvements in LRE and performance data for students with disabilities.

EVIDENCE

List evidence and documentation on file:

a) All teachers are required to teach according to Curriculum mapping guidelines at the school and district level

b) The district uses common assessments as examples of pre- and post-assessment to gather data

c) A recent report submitted to the state indicated that FSSD decreased the number of Special Education students who received direct services over 60% of the school day, by more than 50% between 2004-2006.

d) Individualized accommodations are provided to all students when appropriate and warranted. These accommodations are documented on the students' IEP.

e) Various data, such as AYP, TCAP, and Value-Added, are used to compare progress of special education and regular education students.

Speech/Language Impairments

System	Data Date	Other Disproportionate Disabilities
▪ Cumberland County	FFY 2006	_____
▪ Lake County	FFY 2006	_____
▪ Unicoi County	FFY 2006	_____
▪ ↓ Henderson County	FFY 2005	_____

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 4

Cumberland County – White (FFY 2006 RRR 3.55)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Training is provided to teachers according to deficit areas that were identified in Special Education CPR, TCSPP, and State Report Card. Teacher training is considered in the areas that the teacher instructs the students in an effort to provide alternative type instruction to students that may have different learning styles. Numerous professional development opportunities in the area of inclusion have been available throughout the county. Individual schools have conducted inclusion workshops and consulted with outside inclusion consultants to visit individual schools and make recommendations for differentiating instruction. Regular Education and SPED teachers have attended conferences on inclusion and differentiating instruction. The efforts of school administration and SPED staff to provide training and be a resource for differentiating instruction have resulted in a great increase in our district in the amount of time special education students participate in the general curriculum. SPED staff and regular education staff have worked together to develop and document on individual IEPs the modifications and accommodations needed to ensure success for students in the general curriculum.

Teachers are also required to complete AYP and NCE analysis and identify non-proficient and low proficient scoring students. Teachers are then to develop a plan of how they are going to help these low students improve in their classroom this year.

Federal Title programs provide for ongoing staff training with an emphasis on targeting trainings that will help teachers teach to different learning styles. TVASS data shows the information on performance data for students with disabilities. Each school has monthly faculty meetings to work with teachers on any concerns they might have in their classroom &/or to notify the teachers of any new things that are available. Each school also conducts an additional full day of staff development in Jan. of each year.

Based upon the above review, it is felt that Cumberland County Schools are at standard.

EVIDENCE

List evidence and documentation on file:

- *Staff Development Activities on file at individual schools, SPED office, and Federal Programs office.*
- *Invoices of workshops and conferences staff have attended regarding differentiating instruction*
- *All accommodations on IEPs are discussed at each meeting and students are afforded the accommodations that assist them in their academic performance.*
- *TVASS data and School Report Card are studied to determine strengths and weaknesses of system, teachers, and students. All teachers complete AYP & NCE Analysis sheets at beginning of school year. Analysis sheets are on file with building level principals.*
- *Agendas and sign in sheets for faculty meetings are on file with building level principals.*

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 4

Lake County – White (FFY 2006 RRR 8.34)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

Local Professional Development Sessions: Lake County School System provides many opportunities for professional growth through our in-house or local sessions each school year that are on-going. These sessions include: Technology, Steps to Success (Reading program), ACT, Janet Camp (incorporating vocabulary to all learners), COMP training, Special Education (modifications, interventions, referral process, and other sped issues), Reading series (teachers meet by grade levels to plan instruction- specifically to focus on the higher and lower leveled students), etc.

Walkthroughs: Walkthroughs are informal evaluation tools that administrators/principals complete during the school year. Our walkthrough form includes: focus of lesson, teacher activity, student activity, classroom management, lesson objective posted or stated, technology used, assignment posted, 9 Marzano strategies (which ones being used), appropriateness of goals and objectives for subject/grade level, higher-order thinking skills, evidence of adaptation for diverse learners, areas of strength, areas to strengthen, and additional comments. The purpose of the walkthroughs is to monitor the teachers to ensure that all students are being included and individual needs are being met. Walkthroughs are introduced during opening in-service in August of each school year. Principals monitor the teachers in his/her assigned building while other administrators complete walkthroughs in their area of expertise. For example, the special education supervisor completes walkthroughs with all the special education staff in addition to the principal's walkthroughs. These allow us to focus on teachers that are not meeting the needs of individual students in which we provide professional development as needed.

Special Education Sessions: Special education topics including modifications, interventions, legal issues, referral, etc are presented to new teachers during their monthly meeting with the Mentor Program Coordinator. The special education supervisor is also available to answer questions one-on-one at any time through email, phone calls, or school visits about special education issues.

New Teacher Mentor Program (Book Club): New teachers (teachers that have taught 3 years or less OR are new to our system) are assigned mentors. Mentors and mentees meet

EVIDENCE

List evidence and documentation on file:

- Calendar of professional development
- Walkthrough forms
- TCSPP
- SIP for each school
- Teacher surveys
- Number of referrals (by school)

frequently to discuss any concerns. The new teachers are also part of a book club in which they study books like Harry Wong's "First Days of School", Ruby Payne's book on poverty, etc. After reading the book, they meet at discuss it.

Thinking Maps: All teachers are trained to use Thinking Maps in the classroom school wide grades prek-8.

Words Their Way

Kuders Training (high school teachers)

McGraw-Hill Reading Series: Representatives from McGraw-Hill spent a professional development day with teachers in grades k-5 to train how to implement the reading series correctly.

Differentiated Instruction: Several of our teachers were trained –to- train using differentiated instructional methods and then trained our own teachers.

Grade level meetings: Teachers of the same grade level have common planning each week to discuss strategies that target all students on an individual basis.

TCSPP and SIPs: These plans are shared with all faculties each year to ensure that we are all on the same page. There is also a link to our TCSPP and SIPs for each school on our school website.

All professional development is based on the needs of our students. These needs are determined through teacher observations and surveys, TCAP results, walkthroughs, number of referrals at each school, and other informal tools.

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 4

Unicoi County – White (FFY 2006 RRR 4.32)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

At the current time Unicoi County Schools has completed and is transitioning into several areas of ongoing professional development. All of these activities are designed to create greater access to the general curriculum for students with disabilities. In 2005-2006 the system began professional development on Thinking Maps for all teachers. Teachers at all levels were trained in the use of Thinking Maps for all students whether special education or general education. For follow-up, teachers were required to use Thinking Maps in formal and informal observations. A review of this training was held during opening in-service of the 2007-2008 school year. All teachers participated.

In the 2006-2007 school year our system completed a curriculum mapping project for all grades and all subject areas. This mapping began in fall 2006 and was completed in summer of 2007. All teachers worked collaboratively by subject to map the year's objectives and pace of study. Special education teachers were part of the mapping process in conjunction with general education teachers.

During the 2007-2008 school year, Unicoi County Schools has committed to professional development focused on addressing the needs of special education students and students in need of interventions. There has been a three part training process in educating teachers on Autism. First, several special education teachers and paraprofessionals were sent to Knoxville for TRIAD training. Second, the Regional Resource Center from Knoxville provided training on Autism for the entire district on November 6. The final Autism training will be held in January 2008 when the TEACCH division from Asheville, NC will provide training in our system for selected special education and general education teachers. On May 9, 2008, training will be provided to our teachers on the RTI process and what will be needed to implement the process in our schools for the 2008-2009 school year.

An analysis of data from 2006-2007 school year until the current time has shown no discernable difference in enrollment numbers in special education. At this time we are beginning the process of implementing our new intervention strategies in order to lessen the number of students needing services. However, to this point our total numbers as well as our speech and language numbers are running nearly the same over the past two school years. Further analysis

EVIDENCE

List evidence and documentation on file:

- Curriculum Mapping in 06-07
- Thinking Maps 05-06
- Autism training 07-08
- RTI training spring 08

LRE data:

Data has been analyzed over the past two years. High percentage in regular setting

Accommodations:

All allowable accommodations are used. IEPs included added test accommodations as needed

Performance rate:

Test data for past three years is provided.

of these numbers will continue in order to track progress of students.

Unicoi County Schools work to ensure all students with disabilities are educated in the Least Restrictive Environment possible. All of our schools fully include to the maximum extent possible all students with special needs. In school year 2006-2007, 62% of special needs students were educated in the regular classroom at least 80% of the day. In school year 2007-2008 (at the current time), 58% of students are in regular setting at least 80% of the day. Our high school has implemented full inclusion for special education students with supports. Co-teaching is taking place in Gateway classes with additional small group tutoring for special needs students. Students at our middle school are included in all classes with some special education students pulled out for math and /or Language Arts instruction in a resource classroom. An analysis of test data shows students with disabilities in Unicoi County have achieved better than state averages over the last three year. Over the past three years 75% of students with disabilities in grades K-8 have scored proficient or above in Math. 78% of students in K-8 with disabilities have scored proficient or above in Reading/Language plus Writing. Students in grades 9-12 have scored well also. In Math, 86% of students with disabilities scored proficient or above over the past three years. Whereas, 76% scored proficient or above in Reading/Language plus Writing. We feel these scores show great success of our students and programs in place to support these students.

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 4

Henderson County – White (FFY 2005 RRR 3.09—FFY 2006 RRR 1.90)

DESCRIBE the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?

The school system provides continuous support and training to its teachers and assistants through its academic coaches. Additionally, systemwide training is also provided to promote the use of differentiated instruction and insure that all students have access to the general curriculum.

Academic coaches are scheduled to provide on-going training and professional development to insure that differentiated instruction and grade level content is being implemented in all schools. Weekly visits to each school ensure that the coaches are aware of specific needs for professional development.

DIBELS testing and ThinkLink testing are used for data analysis and for performance data.

In-service and professional development opportunities have been provided to all district personnel emphasizing the importance of allowing all students access to the general curriculum.

EVIDENCE

List evidence and documentation on file:

- a) *Job description of academic coaches*
- b) *Agendas and description of professional development trainings – See sample*
- c) *See sample of DIBELS dally attached to Review Item 3*
- d) *See Agenda for Melinda Baird's professional development presentation attached to Review Item 6*